

READY OR NOT, HERE THEY COME

Each person here represents 11,000 additional community college students of all backgrounds expected between 2009 and 2019, if the state provides adequate funding.



Enrollment Demand Defined

- Enrollment Demand is an estimate of the total number of qualified prospective and continuing students that would enroll in the community college system in a given year at a prevailing student fee level if enrollments were not constrained by State funding. In contrast, an enrollment projection is an estimate of enrollment the State is able and willing to fund based on budgetary, economic and fiscal circumstances.
- When circumstances are favorable, enrollment demand and enrollment projection estimates will yield very similar results. When circumstances are less favorable, as during economic recessions, demand estimates will be higher than projection estimates, because, by definition, State resources are insufficient to fully meet demand.

Impetus For The Report

- What level of public investment is required to fully fund undergraduate enrollment demand over the next ten years?
- What level of capital outlay investment is needed to expand the physical capacity of institutions to meet enrollment demand?
- What cost-cutting efficiencies should be explored as viable alternatives to constructing new classroom facilities?
- What is the magnitude of the educational opportunity gap that might result if the state is unable or unwilling to fully fund undergraduate enrollment demand in the near term?
- If the University of California and California State University implement plans to reduce first time freshman enrollment in the near term, what additional funding would the community college system need to accommodate redirected students?

Major Findings

- Community college enrollment demand is expected to increase from 91 students per 1,000 Californians aged 14 to 49 in 2008, to 97 students per 1,000 Californians in 2019.
- The state should prepare for 222,345 additional community college students by 2019 above the fall 2008 peak enrollment level.
- Community colleges serve over 2 million students annually. Beginning in fall 2016, the system will be asked for the first time to serve more than 2 million students each fall term.
- Because the state is unable to provide enrollment growth funding, the number of prospective students not served over the next two years could total 400,539, resulting in significant pent-up demand. This is referred to as net loss in college opportunity. To catch up, community colleges will need at least 3% enrollment growth funding annually until college opportunity is restored.
- 54 of the 72 (75 %) community college districts are facing capacity pressures, in that they are serving more full-time equivalent students (FTES) than recommended by state classroom utilization standards. The current capacity deficit on a statewide basis is 186,000 FTES, which could grow to 350,000 FTES. The capacity problem could be addressed best through a combination of new capital projects, improved efficiencies, shared facility use, expanded distributed learning arrangements, and expanded evening and weekend course offerings.

Population Factors Associated with Increased Demand

Finding 1: Community college enrollment demand is expected to increase from 91 students per 1,000 Californians aged 14 to 49 in 2008, to 97 students per 1,000 Californians in 2019.

Display 2 Population Projections by Ethnic Group, 2008–2019, Ages 14 and over

	American Indian	Asian	Black	Latino	White, Other	Total Population
2009	207,499	4,027,977	1,891,411	10,581,666	14,372,162	31,080,715
2010	213,006	4,102,993	1,902,337	10,889,220	14,392,506	31,500,062
2011	218,998	4,180,558	1,912,857	11,198,262	14,402,814	31,913,489
2012	224,784	4,255,200	1,921,857	11,499,340	14,407,857	32,309,038
2013	230,537	4,327,721	1,930,131	11,798,468	14,411,787	32,698,644
2014	236,005	4,400,874	1,937,069	12,102,188	14,414,909	33,091,045
2015	240,150	4,478,556	1,942,891	12,429,809	14,419,601	33,511,007
2016	244,196	4,553,643	1,947,078	12,753,067	14,420,514	33,918,498
2017	248,117	4,630,379	1,950,702	13,076,203	14,423,208	34,328,609
2018	251,921	4,706,259	1,953,254	13,397,687	14,424,111	34,733,232
2019	255,658	4,781,897	1,955,603	13,724,708	14,420,596	35,138,462
PCT Change	23.2%	18.7%	3.4%	29.7%	0.3%	13.1%

Source: California Department of Finance, *Race/Ethnic Population with Age and Sex Detail, 2000–2050*.

Population Factors Associated with Increased Demand

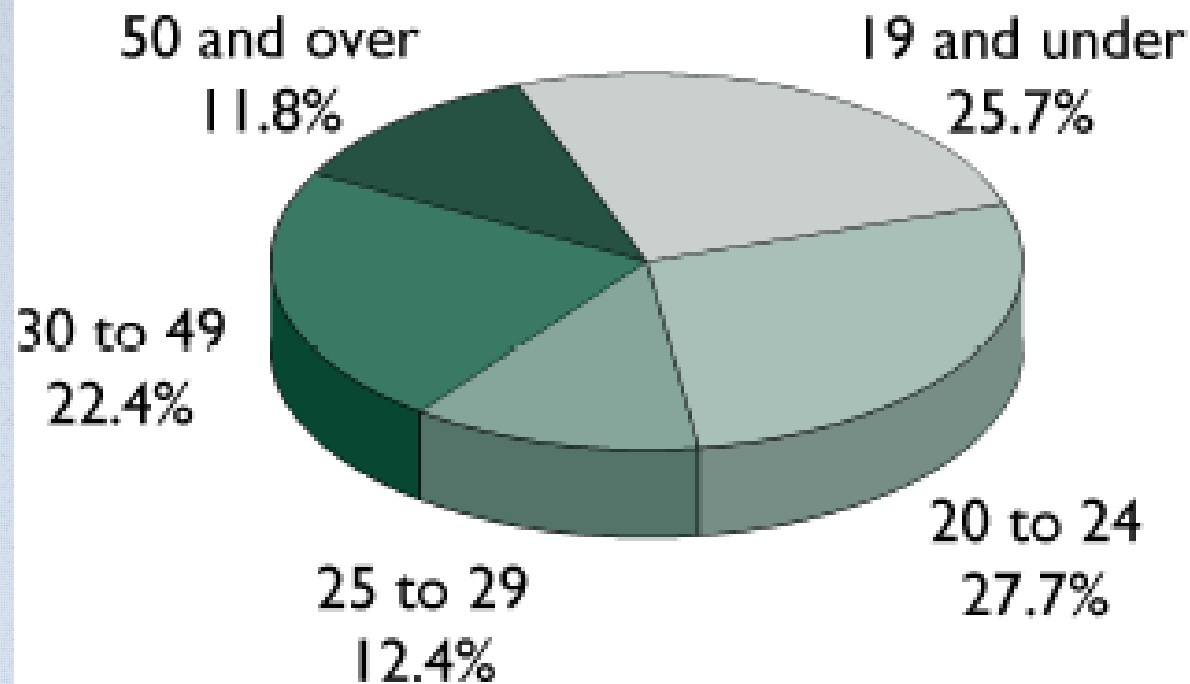
Display 3 Population Projections by Ethnic Group, 2008–2019, Ages 14 to 49

	American Indian	Asian	Black	Latino	White, Other	Total
2009	131,981	2,560,935	1,281,983	8,192,008	7,851,723	20,018,630
2010	133,591	2,574,931	1,273,653	8,361,375	7,746,944	20,090,494
2011	135,645	2,593,017	1,266,498	8,534,853	7,642,985	20,172,998
2012	137,480	2,608,653	1,258,730	8,696,117	7,539,472	20,240,452
2013	139,350	2,619,373	1,251,252	8,850,103	7,443,277	20,303,355
2014	140,984	2,630,491	1,242,750	9,001,174	7,351,618	20,367,017
2015	141,442	2,646,585	1,232,828	9,170,265	7,271,349	20,462,469
2016	142,022	2,663,054	1,224,823	9,338,407	7,212,155	20,580,461
2017	142,633	2,682,685	1,218,305	9,506,176	7,162,359	20,712,158
2018	143,171	2,699,179	1,211,958	9,668,988	7,113,510	20,836,806
2019	143,670	2,712,961	1,204,914	9,834,654	7,056,182	20,952,381
PCT Change	8.9	5.9	-6.0	20.1	-10.1	4.7

Adapted from California Department of Finance, Race/Ethnic Population with Age and Sex Detail, 2000–2050.

Population Factors Associated with Increased Demand

**Figure 2 Community College
Enrollment by Age Group, 2008**



Workforce and Policy Factors Associated with Demand

- An increasing number of residents are returning to the community colleges in greater numbers to train for new careers and occupations as a result of significant job losses occurring in the state, which suggests a continuation of increased enrollment demand.
- Expansion of California's green economy will spur growth in community college training programs that will prepare prospective workers for green jobs.
- A gradual California job recovery beginning in year 2010 that will foster enrollment growth in occupational training programs for which the community colleges are a major provider.
- UC and CSU are finding it necessary to increase fees, furlough faculty, and limit future enrollments, which suggests that many students may have to complete their first two years of instruction at a community college before transferring to a university campus.
- The Obama Administration has made higher education a priority and is in the process of implementing federal programs to boost college participation.

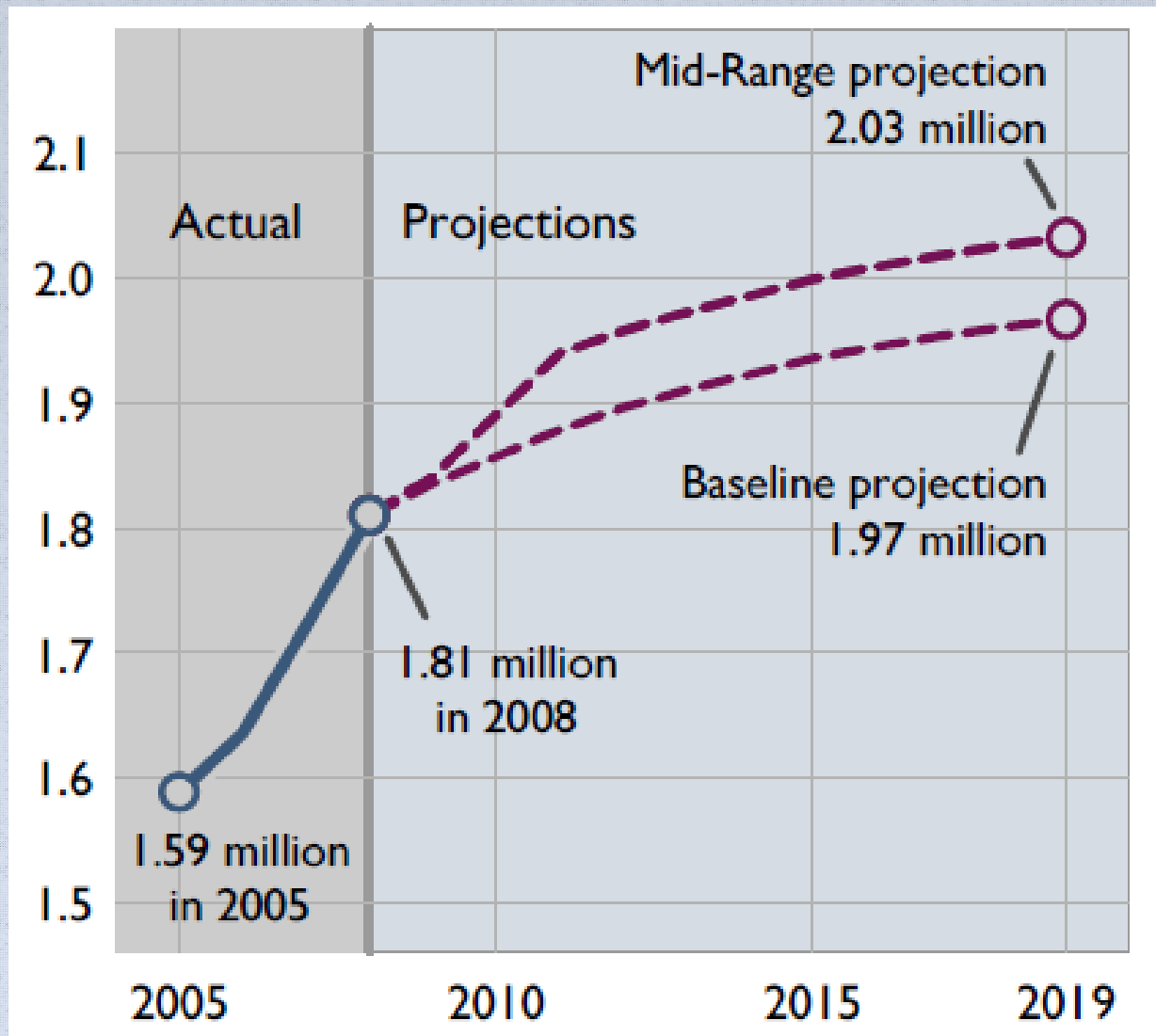
Finding 2: The state should prepare for 222,345 additional community college students by 2019 above the fall 2008 peak enrollment level.

Display I Mid-Range Forecast of Community College Enrollment Demand, 2009–2019 by Ethnicity

Fall	American Indian	Asian	Black	Latino	White/ Other	Total Demand
2009	17,794	313,177	153,458	640,150	716,653	1,841,232
2010	18,294	320,740	156,576	668,705	726,363	1,890,678
2011	18,812	328,765	159,455	698,616	734,105	1,939,753
2012	19,148	331,443	159,329	717,704	730,336	1,957,960
2013	19,443	333,425	158,835	735,469	725,672	1,972,844
2014	19,691	335,335	157,932	752,498	720,519	1,985,975
2015	19,676	338,539	156,547	769,753	714,912	1,999,427
2016	19,653	341,351	154,983	784,230	709,091	2,009,308
2017	19,615	344,636	153,433	796,993	703,971	2,018,648
2018	19,547	347,617	151,757	808,110	699,060	2,026,091
2019	19,477	350,491	150,055	819,213	693,642	2,032,878
PCT Change	9.5	11.9	-2.2	28.0	-3.2	10.4

Asian includes Filipinos and Pacific Islanders.

Mid-Range and Baseline Enrollment Demand



Finding 3: Community colleges serve over 2 million students annually. This translates to 1.3 million annual Full-Time Equivalent Students (FTES).

Beginning in fall 2016, the system will be asked for the first time to serve more than 2 million students each fall term. This translates to more than 1.4 million annual FTES.

Finding 4: Because the state is unable to provide enrollment growth funding, the number of prospective students not served over the next two years could total 400,539, resulting in significant pent-up demand.

This is referred to as net loss in college opportunity. To catch up, community colleges will need at least 3% enrollment growth funding annually until college opportunity is restored.

Figure 3 Loss in College Opportunity Worksheet

Fall 2008 Headcount Enrollment	1,810,533
2009–10 Net Percentage Decline in State Funding	8.0 %
Target Headcount Enrollment if Colleges Find it Necessary to Reduce Fall Enrollments by 8.0%	1,665,690
Fall 2009 Mid-Range Enrollment Demand Forecast	1,841,232
Loss in College Opportunity Fall 2009 (Mid-Range 2009 forecast minus Fall 2009 Target Enrollment)	-175,542
Fall 2010 Mid-range Enrollment Demand Forecast	1,890,678
Loss in College Opportunity Fall 20210 (Mid-Range 2010 forecast minus Fall 2009 Target Enrollment)	-224,988
Combined Loss in College Opportunity Fall 2009–Fall 2010	-400,530

Capacity Analysis

Finding 5: 54 of the 72 (75 %) community college districts are facing capacity pressures, in that they are serving more full-time equivalent students (FTES) than recommended by state classroom utilization standards. The current capacity deficit on a statewide basis is 186,000 FTES, which could grow to 350,000 FTES. The capacity problem could be addressed best through a combination of new capital projects, improved efficiencies, shared facility use, expanded distributed learning arrangements, and expanded evening and weekend course offerings.

Capacity Analysis

Display 5 State-Adopted Space and Utilization Standards for Lecture Classroom

Weekly Room Hours	53 hours
Station Occupancy	66%
Weekly Station Hours	35 hours
ASF per Station	15 ASF
WSCH per ASF	2.331
WSCH per 100 ASF	233.1
FTES capacity per 100 ASF	15.54

Capacity Analysis

- Expand year-round operations and evening and weekend courses.
- Increase the use of regional educational centers and joint facilities, especially with local high schools.
- Expand distributed learning opportunities that allow students to choose learning environments that are less dependent on physical space and location. Distributed learning classes use Internet based tools and other computer-mediated technology.
- Support productive learning environments that enable students to become proficient learners so that they can realize their educational goals and aspirations more rapidly.

Thank you